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ABSTRACT

In 1988, a study was conducted at Howard Community College (HCC) to determine the educational goals, viewing patterns, and level of satisfaction of telecourse students. Questionnaires were administered during the last on-campus class meeting, requesting information on students' reasons for attending college, their sources of information about the telecourse, influences on their decision to take a telecourse, their interest in using a computer and modem to communicate with the instructor, use of library tapes to view the telecourse, students' personal characteristics, and suggestions for improvement. Study findings, based on responses from 54% of the 311 students enrolled in 21 telecourses in spring 1988, included the following: (1) 76% of the respondents were female, 88% were white, 80% were under 41 years of age, and 82% were employed; (2) 53% of the respondents had never taken a telecourse before; (3) 69% were enrolled in one telecourse, 23% in two, and 8% in three or more; (4) for 49% of the respondents, their primary goal in attending HCC was to transfer to a four-year institution; (5) 36% indicated that they always recorded the course for later viewing, 22% indicated that they usually did so, and 30% said they always or usually watched the course as it was televised; (6) 38% had used the library tapes of the telecourse; (7) 53% expressed interest in using their microcomputer and modem to take exams or communicate with the instructors; and (8) 77% rated "lacked time for regular class attendance" as a "very important" reason for taking the telecourse. The survey instrument is appended. (AAZC)

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ED301303

REPORT ON THE RESULTS OF THE 1988 SURVEY OF TELECOURSE STUDENTS

RESEARCH REPORT NUMBER 54

AUGUST 1988

Office of Research and Personnel

Howard Community College

Columbia, Maryland

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REPORT ON THE RESULTS OF THE 1988 SURVEY OF TELECOURSE STUDENTS

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HOWARD COMMUNITY COLLEGE
OFFICE OF RESEARCH AND PERSONNEL

BRIEF SUMMARY OF RESEARCH (RESEARCH REPORT NUMBER 54)

TITLE: REPORT ON THE RESULTS OF THE 1988 SURVEY OF TELECOURSE STUDENTS

AUTHOR: Barbara B. Livieratos, Research Analyst

PURPOSE: This report describes the findings from a survey of Howard Community College students who were enrolled in telecourses in the spring of 1988. The survey was conducted to determine enrollees' goals and reasons for taking a telecourse, to learn about their viewing patterns, and to gauge their level of satisfaction with various elements of telecourses. Another purpose of the survey was to have repondents tell how they found out about telecourses and how they would prefer to find out about them in the future.

METHODOLOGY: The structure of most telecourses includes an on-campus course introduction and four other class meetings with an HCC instructor. The telecourse survey was administered at the last class session in the spring of 1988. In addition, surveys were mailed to members of the video rental courses (these have no group meetings and are run like independent study courses). Overall, 54% of the telecourse enrollees completed the survey.

FINDINGS: The report details findings from the survey. Among its highlights is the demographic profile of respondents:

- 76% Female
- 88% White
- 87% under age 45
- 82% employed

While there are many reasons for enrolling in telecourses, the most important cited by survey respondents were:

- Lack of time for regular class attendance
- Wanting to combine earning of college credits with family responsibilities
- Minimizing travel

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REPORT ON THE RESULTS OF THE 1988 SURVEY OF TELECOURSE STUDENTS

BACKGROUND

Howard Community College has been offering telecourses as an alternative to courses offered in the standard course formats and time slots since the early eighties. Interest in telecourses has been increasing, as evidenced by the increased enrollment in these courses. Telecourse enrollment in the spring of 1988 was 311, as compared to the following figures for spring semesters for the past three years:

1988 - 311
1987 - 240
1986 - 181
1985 - 171

Feedback from students has been sought for planning and informational purposes through surveys in 1981, 1983, and again in the spring of 1988. This report presents the findings from the 1988 survey of telecourse students.

An attempt was made to have all telecourse enrollees in the spring of 1988 fill out the survey by having the HCC instructor for each course distribute the survey to the students at the last scheduled on-campus meeting of the telecourse participants. Some telecourses, however, are offered with a video rental option, and have no general class meetings. These courses are run similarly to independent study courses. The survey was mailed to enrollees in these courses. There was great variability by course in both the attendance at the final session and in the proportion of students who filled out the survey. In the tables and graphs presented in this report, all percentage figures are only for those who completed a given survey item. In other words, no missing data are included in the tables and graphs.

TELECOURSE ENROLLEES AND SURVEY RESPONDENTS

Table One shows the number and percentage of students in each course who responded to the survey and the number of enrollees in each course. It also shows the percentage of course enrollees who responded to the survey. Among the table's highlights are:

- Altogether there were 311 enrollees in telecourses in the spring of 1988. Of that number, 168, or 54% completed the telecourse survey.

- Eight of the 21 telecourses had fewer than 50% of the enrollees responding to the survey. Those courses were: Art History I, Principles of Marketing, Introduction to Composition, Principles of Economics, Introduction to Philosophy, Introduction to Sociology, Humanities Through the Arts, and Japan - The Living Tradition.

- The courses with the highest proportion of enrollees represented in the survey were Introduction to Health Education (88%), English Literature II (83%), and Elementary Astronomy (80%).

TABLE ONE. TELECOURSE SURVEY RESPONDENTS AND TELECOURSE ENROLLMENT

COURSE	NUMBER OF RESPONDENTS	PERCENT OF RESPONDENTS	TOTAL ENROLLMENT	PERCENT OF COURSE ENROLLEES
Principles of Accounting	11	7%	17	65%
Art History I	3	2%	17	18%
Intro to Business and Organization	12	7%	19	63%
Principles of Marketing	3	2%	15	20%
Introduction to Composition	6	4%	15	40%
English Literature II	5	3%	6	83%
Software Applications for Micros	4	2%	8	50%
Intro to Computer Systems	7	4%	12	58%
Principles of Economics	11	7%	23	49%
Introduction to Health Education	15	9%	17	88%
American History Since 1877	13	8%	22	59%
College and Algebra Trigonometry	9	5%	15	60%
Principles of Management	10	6%	18	56%
Introduction to Philosophy	4	2%	9	44%
General Psychology	11	7%	21	52%
Child Growth and Development	15	9%	24	62%
Elementary Astronomy	12	7%	15	80%
Introduction to Sociology	4	2%	9	44%
Oceanus: The Marine Environment	8	5%	14	57%
Humanities Through the Arts	3	2%	9	33%
Japan - The Living Tradition	2	1%	6	33%
TOTAL	168	100%	311	54%

SURVEY RESPONDENTS' CHARACTERISTICS

Table Two shows the characteristics of those who responded to the telecourse survey. It reveals that:

- Just over three-quarters of the responding enrollees were female. This is somewhat higher than the overall 61% female enrollment for the spring 1988 semester.

- Telecourse enrollees who responded mirrored the overall spring 1988 enrollment figures for age, with 80% being forty years old or younger. Further analysis reveals that as many as 64% of the telecourse enrollees were between 25 and 44 years of age.

- Eighty-eight percent of the telecourse survey respondents were white, a somewhat higher proportion than the 80% of all spring 1988 enrollees.

- Sixty-nine percent of the responding telecourse enrollees did not have credentials beyond a high school diploma. Among the 30% who had post-secondary work, 3% had certificates, 14% A.A. degrees, 9% Bachelors degrees, and 4% had a post graduate degree.

- Fully 82% of the enrollees who responded to the survey were employed - 70% full-time and 12% part-time. Only 3% of the respondents described themselves as unemployed. Among those employed, 80% worked regular work hours during the day, while the remainder worked evenings or rotating shifts.

TABLE TWO. CHARACTERISTICS OF RESPONDENTS TO THE 1988 TELECOURSE SURVEY

CHARACTERISTIC	N	%
SEX:		
MALE	39	24%
FEMALE	122	76%
AGE:		
11 - 20	13	8%
21 - 30	55	35%
31 - 40	58	37%
41 - 50	26	16%
51 AND OVER	6	4%
RACE:		
BLACK	16	10%
WHITE	140	88%
OTHER	3	2%
CURRENT EDUCATION LEVEL:		
LESS THAN 12TH GRADE	3	2%
G.E.D.	5	3%
HIGH SCHOOL DIPLOMA	105	64%
CERTIFICATE	5	3%
A.A. DEGREE	23	14%
BACHELOR'S DEGREE	14	9%
POST GRADUATE DEGREE	8	4%
EMPLOYMENT STATUS:		
FULL-TIME	114	70%
PART-TIME	20	12%
FULL-TIME STUDENT	12	7%
FULL-TIME HOMEMAKER	13	8%
NOT EMPLOYED	4	3%
WORK SCHEDULE:		
REGULAR DAY TIME	108	80%
EARLY EVENING	3	2%
LATE EVENING	8	6%
ROTATING SHIFTS	16	12%

PATTERNS OF ENROLLMENT AND VIEWING

An attempt was made through the survey to understand enrollees' patterns of taking telecourses. Table Three reports results garnered from those survey items. Among the table's highlights are:

- For half of the spring 1988 enrollees who responded, it was the first time they had enrolled in a telecourse. Forty-seven percent had taken another telecourse at HCC, while five individuals had taken telecourses elsewhere.

- A slight majority of the respondents would not have enrolled in a standard class of the same course.

- Almost a quarter of the enrollees were taking one other telecourse, for a total of two. Six percent were taking three or more telecourses, but most respondents (69%) were enrolled in only one telecourse.

- Respondents were asked what other college classes they were taking this semester. Since they could make multiple choices from a list, the percentages shown for this item add up to more than 100%. Altogether 123 respondents (73%) were taking some type of other HCC course in addition to the telecourse(s). Forty-seven respondents were taking no other courses, and 11 were taking classes at another college. It is important to note that these figures may contain some overlap, with the same individual being counted twice according to his/her course configuration.

TABLE THREE. SURVEY RESPONDENTS' PAST, PRESENT, AND FUTURE ENROLLMENT IN TELECOURSES

SURVEY ITEM	N	%
• HAVE TAKEN T.V. CREDIT COLLEGE COURSE BEFORE:		
YES, AT HCC	79	47%
YES, ELSEWHERE	5	3%
NO	84	53%
• WOULD HAVE ENROLLED IN STANDARD CLASS OF SAME COURSE:		
YES	76	47%
NO	85	53%
• OTHER TELECOURSES NOW TAKING:		
NONE	108	69%
ONE	36	23%
TWO	10	6%
THREE OR MORE	3	2%
• OTHER COLLEGE CLASSES THIS SEMESTER:		
EVENING CLASS ON HCC CAMPUS	57	
DAY CLASS ON HCC CAMPUS	48	
NONE	47	
OTHER TELECOURSE(S)	31	
OFF-CAMPUS HCC CAMPUS	14	
CLASS(ES) AT ANOTHER COLLEGE	11	
WEEKEND HCC CLASS	4	
• PRIMARY GOAL IN TAKING COURSES:		
TRANSFER TO A FOUR YEAR INSTITUTION	82	49%
EXPLORATION OF NEW CAREER OR ACADEMIC AREA	29	17%
PREPARATION OF IMMEDIATE ENTRY INTO A CAREER	18	11%
UPDATE SKILLS FOR A JOB CURRENTLY HELD	14	8%
INTEREST AND SELF-ENRICHMENT	12	7%
OTHER	12	7%
• WOULD TAKE ANOTHER TELECOURSE:		
YES	144	88%
NO	20	12%
• INTERESTED IN MICRO/MODEM TO COMMUNICATE OR TAKE EXAMS:		
YES	85	53%
NO	77	47%
• HAVE A MICRO AVAILABLE FOR USE:		
YES	83	51%
NO	80	49%
• HAVE A MODEM AVAILABLE FOR USE:		
YES	42	26%
NO	121	74%
• HAVE A VCR:		
YES	159	98%
NO	4	2%
• VIEWING PATTERN:		
ALWAYS RECORD FOR LATER VIEWING	56	36%
USUALLY RECORD FOR LATER VIEWING	34	22%
USUALLY WATCH AS IT IS TELEVISED	28	18%
ALWAYS WATCH AS IT IS TELEVISED	19	12%
DON'T WATCH OR RECORD, BUT RELY ON TEXTBOOK	17	11%
• HAVE USED LIBRARY TAPES OF COURSE:		
YES	62	38%
NO	100	62%
• SATISFIED WITH LIBRARY TAPES:		
YES	60	92%
NO	5	8%

- It can be said that telecourse enrollees who responded to the survey were serious students with concrete goals in mind. As shown in Graph One, half of the enrollees had a goal of transferring to a four year institution, while 36% had career or academic intentions in mind.

- Eighty-eight percent of the respondents said that they would take another telecourse. Specific areas of satisfaction with the telecourses are reported in Table Six.

- About half of the respondents have a micro-computer available for use and would be interested in using it to take exams or to communicate with telecourse instructors. Only one-fourth, however, had a modem available for use.

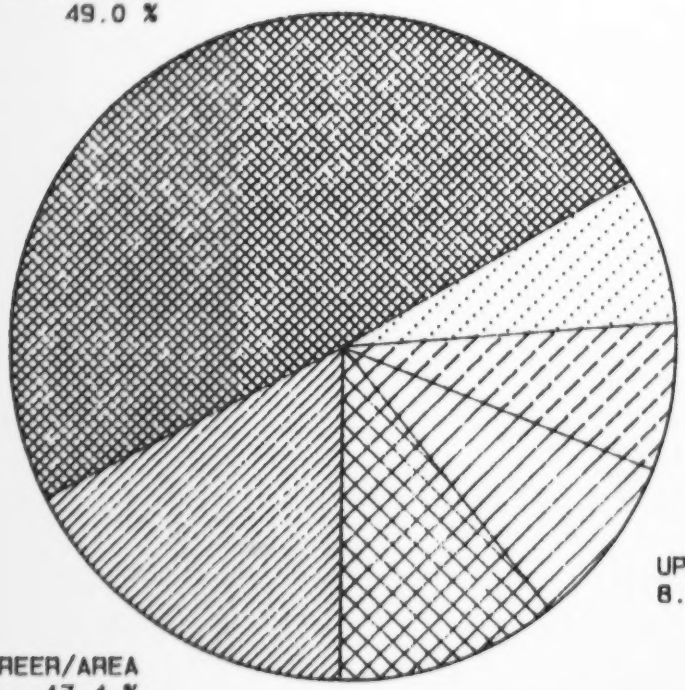
- Fully 98% of the survey respondents had a VCR.

- Fifty-eight percent usually or always recorded the telecourse sessions for later viewing, while 30% usually or always watched the sessions as they were televised. Eleven percent of the respondents admitted to not watching or recording the sessions, but relying on the written materials for the class.

- Library tapes of the telecourses are available, and 38% of the respondents said that they had used those. Ninety-two percent of the tape users reported satisfaction with the tapes.

GRAPH 1

RESPONDENTS' PRIMARY GOAL IN TAKING COURSES



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SOURCES OF INFORMATION

The telecourse survey was also considered a marketing information resource, and items asked respondents how they had found out about the telecourse(s) in which they were enrolled and how they preferred to find out about future telecourses. Results from this section of the survey are displayed in Table Four. It shows:

- The schedule of classes mailed to homes was the source of information cited more than any other, with 50% reporting that they found out about their telecourse(s) that way. It was also chosen as the preferred method of finding out about courses in the future, with 87% choosing it as one of their top three choices.

- The telecourse brochure mailed to homes was the third most popular manner in which respondents had received information, and it ranked second in overall choices, with 77% choosing it as one of the top three choices as a future information source.

- Picking up a schedule of classes at HCC was the listed as a primary source of information by 24% of the respondents. It ranked as the third choice of information sources, with 49% listing it as one of their top three choices.

- Howard County Cable was noted by 12% of the respondents as being one of their preferred sources of information. Picking up a Telecourse brochure at HCC was chosen by 11%. Other sources listed on the survey were chosen by ten percent or less as preferred ways of finding out about future telecourses.

TABLE FOUR. HOW SURVEY RESPONDENTS FOUND OUT ABOUT THEIR TELECOURSE AND THEIR PREFERRED SOURCE OF FUTURE INFORMATION

INFORMATION SOURCE	N	%	FIRST CHOICE	SECOND CHOICE	THIRD CHOICE	N (%) CHOOSING
SCHEDULE OF CLASSES MAILED TO HOME	84	50%	108	32	6	146 (87%)
SCHEDULE OF CLASSES PICKED UP AT HCC	40	24%	14	31	38	83 (49%)
TELECOURSE BROCHURE MAILED TO HOME	20	12%	33	68	28	129 (77%)
RECOMMENDED BY FRIEND/ RELATIVE	8	5%	-	-	-	-
TELECOURSE BROCHURE PICKED UP AT HCC	4	2%	4	6	8	18 (11%)
TELEPHONE CONVERSATION WITH HCC TELECOURSE OFFICE	3	2%	-	4	9	13 (8%)
HOWARD COUNTY CABLE	2	1%	2	3	16	21 (12%)
MARYLAND PUBLIC TELEVISION	1	1%	-	6	10	16 (10%)
HCC COUNSELING CENTER/ADVISOR	1	1%	1	3	12	16 (10%)
TELECOURSE BROCHURE PICKED UP ELSEWHERE	1	1%	1	1	1	3 (2%)
OTHER	4	2%	-	-	-	-

REASONS FOR REGISTERING

It has been assumed that persons who enroll in telecourses do so for reasons different than those who enroll in standard courses. This survey of telecourse enrollees asked respondents their reasons for registering for a telecourse. Table Five and Graph Two present the responses delineating the reasons for registering for a telecourse. The table and graph reveal that:

- The reason listed as being very important by a higher proportion (77%) than any other is "Lacked time for regular class attendance."

- The second most important reason, described as very important by 60% of the respondents, was "Made it possible to combine college course(s) with family responsibility."

- Minimizing travel to and from campus was a reason thought to be very important by 53% of the respondents.

- For 45% of the respondents, the fact that telecourses allowed a heavier course load was perceived as a very important reason for registering for a telecourse.

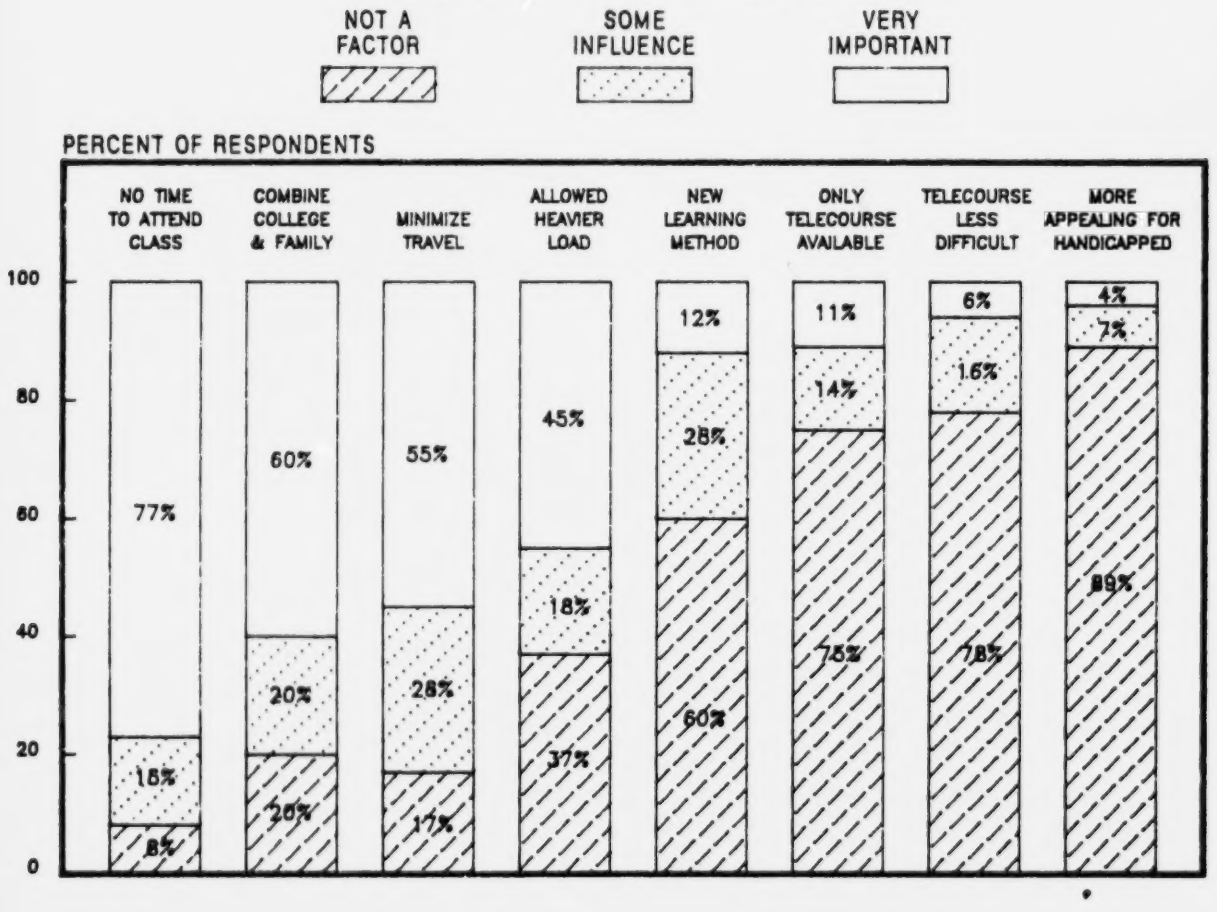
- From the opposite perspective, the four reasons for registering for a telecourse which were cited as important by the lowest proportions of respondents were: handicaps, the perception that a telecourse was less difficult, the availability of a course only as a telecourse, and the wish to try a new learning method. It should be noted that although handicaps were listed as a reason for telecourse enrollment by relatively few, for the 18 people who listed that as a reason, it may very well be an extremely important reason.

TABLE FIVE. RESPONDENTS' RATINGS OF REASONS FOR REGISTERING FOR A TELECOURSE

REASONS	VERY IMPORTANT		SOME INFLUENCE		NOT A FACTOR	
	N	%	N	%	N	%
LACKED TIME FOR CLASS ATTENDANCE	128	77%	24	15%	14	8%
POSSIBLE COMBINE FAMILY RESPONSIBILITY	100	60%	34	20%	33	20%
MINIMIZE TRAVEL	88	55%	45	28%	28	17%
ALLOWED A HEAVIER LOAD	74	45%	30	18%	60	37%
TRY A NEW LEARNING METHOD	19	12%	46	28%	98	60%
COURSE ONLY AVAILABLE AS TELECOURSE	18	11%	22	14%	122	75%
THOUGHT TELECOURSE LESS DIFFICULT	10	6%	26	16%	124	78%
HANDICAPS MAKE TCS MORE APPEALING	6	4%	12	7%	144	89%

GRAPH 2

RESPONDENTS' RATINGS OF REASONS FOR REGISTERING FOR A TELECOURSE



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SATISFACTION RATINGS

One important element in evaluating telecourses is the enrollees' satisfaction with the courses. The survey contained a section in which respondents could rate their satisfaction with five different elements of the telecourse on a scale of one (not at all satisfied) to five (highly satisfied). Table Six shows the ratings of satisfaction with the telecourses. Among the findings are:

- Most telecourses are scheduled with an introduction and four other meetings with HCC instructors, and the telecourse element in which the highest proportion of respondents reported being highly satisfied was Instructor Contact (41%).

- When the "highly satisfied" and "quite satisfied" categories are combined, the single element with the highest rating is the Text/Study Guide (70%).

- Graph Three shows respondents' ratings of overall satisfaction with the telecourses. Overall satisfaction was rated very positively by 71% of the respondents, with 32% being highly satisfied and 19% quite satisfied. A scant 3% described themselves as "not at all satisfied." The mean score for this item was 3.9 (with a possible range of one to five). Instructor Contact also had a mean of 3.9, and had a combined satisfaction rating of 69%.

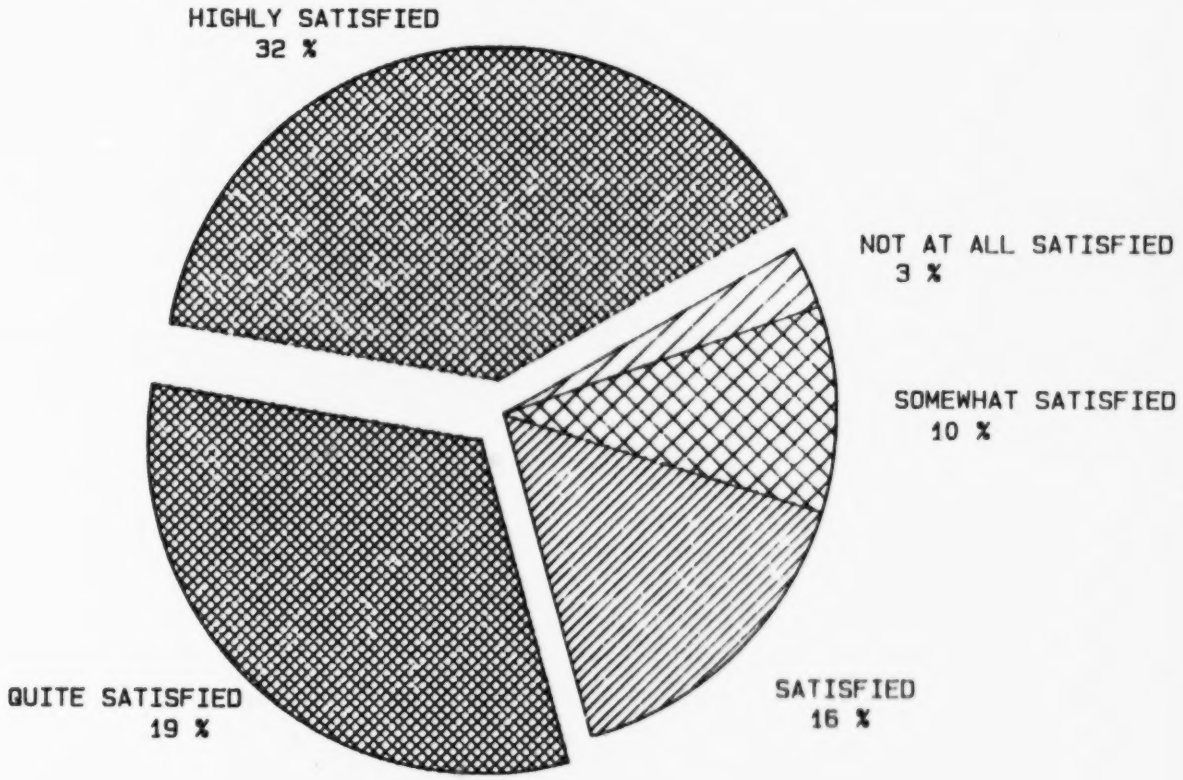
- As noted, very few respondents reported that they were "not at all satisfied." The item on presentation of material garnered the highest level of dissatisfaction, with 9% saying they were not at all satisfied.

TABLE SIX. SURVEY RESPONDENTS' RATINGS OF SATISFACTION WITH THEIR TELECOURSE

TELECOURSE ELEMENT	NOT AT ALL SATISFIED 1	SOMEWHAT SATISFIED 2	SATISFIED 3	QUITE SATISFIED 4	HIGHLY SATISFIED 5	MEAN
• Instructor Contact	5%	5%	21%	28%	41%	3.9
• Content of material	7%	15%	30%	32%	15%	3.3
• Presentation of material	9%	14%	25%	34%	17%	3.4
• Text/Study Guide	3%	10%	17%	35%	35%	3.9
• Overall Satisfaction	3%	10%	16%	39%	32%	3.9

GRAPH 3

RESPONDENTS' RATINGS OF OVERALL SATISFACTION WITH TELECOURSE



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COURSE ELEMENTS

Satisfaction ratings differed among the 21 courses represented in this study. These ratings are shown in Table Seven. The course names have been omitted from the table in this report and they are not in alphabetical order. (The information is being given to the individual course instructors and others responsible for telecourse planning and evaluation.) In examining the mean satisfaction ratings for the various course elements, it should be kept in mind that for some courses the number of survey respondents was quite low, so that the very strong positive or negative opinions of a few enrollees could greatly influence the ratings shown in the table. With that caveat in mind, it can be seen from the table that:

- Using 4.5 on the five point satisfaction scale as an upper cut-off point, the courses with the highest levels of overall satisfaction were: Course 20, Course 15, Course 17, and Course 18. Course 21 followed closely with a mean 4.4 overall satisfaction rating.

- On the other hand, using ratings under 3.0 as indicating some dissatisfaction, courses with the lowest overall mean ratings were: Course 11, Course 4, and Course 3.

- Sixteen courses had mean ratings of 3.0 or higher for Instructor Contact, indicating that respondents in these courses were satisfied with this element of the course. Four of those 16 courses had ratings of 4.5 or above. Five courses had ratings below 3.0 on this element.

- Content of Material was an element for which there were sixteen courses rated at 3.0 or above, with four courses rating at least 4.0. Five courses were below 3.0.

- Fifteen courses had mean ratings of 3.0 or higher for Presentation of Material, with three at 4.0 or above. Six were below 3.0.

- The Text or Study Guide used in the courses were rated at 3.0 or higher in seventeen of the courses, with eleven rating 4.0 or higher. Four courses were under 3.0 on that element.

TABLE SEVEN. RESPONDENTS' SATISFACTION RATINGS WITH VARIOUS COURSE ELEMENTS

	COURSE			
	1	2	3	4
INSTRUCTOR CONTACT	2.7	4.0	2.8	2.5
CONTENT OF MATERIAL	2.3	3.7	3.0	1.3
PRESENTATION OF MATERIAL	2.7	4.7	2.4	1.8
TEXT-STUDY GUIDE	2.0	4.3	2.6	3.3
OVERALL SATISFACTION WITH COURSE	3.0	4.3	2.8	2.5

	COURSE			
	5	6	7	8
INSTRUCTOR CONTACT	3.9	2.7	3.5	4.2
CONTENT OF MATERIAL	3.2	3.0	4.0	3.2
PRESENTATION OF MATERIAL	3.4	3.0	3.5	3.1
TEXT-STUDY GUIDE	4.1	2.3	4.0	3.8
OVERALL SATISFACTION WITH COURSE	4.0	3.3	4.0	3.9

	COURSE			
	9	10	11	12
INSTRUCTOR CONTACT	4.3	3.8	2.7	4.1
CONTENT OF MATERIAL	3.1	2.8	2.3	3.7
PRESENTATION OF MATERIAL	3.0	2.8	2.7	3.9
TEXT-STUDY GUIDE	4.5	3.7	2.5	4.3
OVERALL SATISFACTION WITH COURSE	4.3	3.3	2.2	4.0

	COURSE			
	13	14	15	16
INSTRUCTOR CONTACT	3.7	4.0	4.7	4.3
CONTENT OF MATERIAL	2.9	3.6	3.9	3.2
PRESENTATION OF MATERIAL	2.8	3.6	3.8	3.3
TEXT-STUDY GUIDE	3.6	4.3	4.6	3.5
OVERALL SATISFACTION WITH COURSE	3.5	4.1	4.7	3.9

	COURSE				COURSE
	17	18	19	20	21
INSTRUCTOR CONTACT	4.8	4.0	3.6	5.0	4.5
CONTENT OF MATERIAL	4.0	3.9	3.5	4.0	4.5
PRESENTATION OF MATERIAL	3.5	3.9	3.5	4.3	4.4
TEXT-STUDY GUIDE	4.5	4.1	3.9	4.5	4.6
OVERALL SATISFACTION WITH COURSE	4.5	4.5	3.7	4.8	4.4

RESPONDENTS' COMMENTS

The survey concluded with two questions which elicited respondents' comments. The first asked what aspect of the telecourse they liked best, and the second asked what aspect they would like to see improved. There were far more positive responses than negative ones. While a few students said that they missed contact with an instructor or would like more class meetings, most of the improvements suggested were specific to the course the student had taken. The positive comments, on the other hand, seem to relate more to telecourses in general. A selection of comments is presented below.

- "I like the self-pace of the course and the development of self-discipline to get the job done."
- "I am a single parent, I work full time and feel that this is the only way that I can complete college."
- "It made it possible for me to carry the additional course as I did not have the time to come to the campus."
- "I like being able to tape the classes and fit them into my schedule."
- "The telecourse fit my schedule, allowing me to have more time for on-campus classes."
- "I was able to work at my own speed and had more time in which to fulfill other obligations. If I had not taken the telecourse, I would not have had time for school."
- "Televised material is high quality and enjoyable."
- "I enjoyed all aspects of the telecourse thoroughly."

CONCLUDING REMARKS

While results of the telecourse survey cannot be generalized as true for each and every telecourse enrollee, the fact that 54% of all telecourse enrollees responded to the survey lends credibility to the findings. These representative results for over half of the telecourse enrollees provide some concrete information for program planning. The high proportions of females, whites, those between 25 and 44 years old, and employed persons among the survey respondents could effect decisions made about future telecourse offerings. Another factor to consider in designing the mix of future courses should be the serious goals the responding enrollees indicated, with half intending to transfer to a four year institution and 36% having career or academic goals. Relatively few respondents were pursuing telecourses for self-enrichment or interest.

Almost as many respondents were new to telecourses as those who had taken one before. Recruitment of the first-time enrollee as well as those experienced in telecourses should therefore be balanced, with attempts made to appeal to each group. Since 88% of the respondents said they would take another telecourse, the potential for return registrations is good.

Other important marketing information was garnered from the survey. Half of the survey respondents said that they found out about the telecourse in which they enrolled through the schedule of classes mailed to their homes. Another quarter cited the schedule of classes picked up at HCC as their primary source of information. When asked about their preferred sources of future information about telecourses, the schedule of classes and the telecourse brochure emerged as being dominant, with a majority of the respondents preferring that these materials be mailed to their homes.

Additional marketing and planning information can be derived from the respondents' ratings of the importance of various reasons for registering for a telecourse. The lack of time to attend regular class sessions and the desire to combine the earning of college credits with family responsibilities topped all other reasons. Minimizing travel and being able to carry a heavier course load were also cited as important reasons by many of the survey respondents. Incorporating knowledge of these reasons into the design of informational materials may yield benefits.

On the whole, student satisfaction with the telecourses was quite high. Variation in satisfaction levels by course with the elements measured was evident. Examination of this and other course-specific data will be useful for those involved in planning and evaluating the telecourses.

HOWARD COMMUNITY COLLEGE

Survey of Telecourse Students

Course: _____ (1-5)

Social Security Number: _____ (6-14)

1. Have you ever taken a course by television for college credit before?
   ___ 1. Yes, at HCC
   ___ 2. Yes, at another institution (15)
   ___ 3. No

2. If this course had not been offered in a telecourse format, would you have enrolled in a *standard class* of the same course this semester?
   ___ 1. Yes
   ___ 2. No (16)

3. In addition to this telecourse, how many other telecourses are you taking? (Do not count this course.)
   _____ Telecourses (17)

4. In addition to this telecourse, what other college classes are you attending this semester? *(Check all that apply)*
   ___ 1. Other Telecourse(s) (18)
   ___ 2. Day class on HCC campus (Mon-Fri) (19)
   ___ 3. Evening class on HCC campus (Mon-Fri) (20)
   ___ 4. Off-campus HCC class (21)
   ___ 5. Weekend HCC class (22)
   ___ 6. Class(es) at another college (23)
   ___ 7. None (24)

5. What is your primary goal in taking college courses? *(Please check one.)*
   ___ 1. Exploration of new career or academic area
   ___ 2. Preparation for immediate entry into a career
   ___ 3. Transfer to a four-year institution
   ___ 4. Update skills for a job currently held (25)
   ___ 5. Interest and self-enrichment
   ___ 6. Other (Please specify): _____

6. Prior to registration, how did you find out about the telecourse you are taking? *(Please check one.)*
   ___ 1. Telephone conversation with HCC Telecourse Office
   ___ 2. HCC Schedule of Classes mailed to my home
   ___ 3. HCC Schedule of Classes picked up at HCC
   ___ 4. Telecourse Brochure mailed to my home
   ___ 5. Telecourse Brochure picked up at HCC
   ___ 6. Telecourse Brochure picked up at other location (please specify): _____ (26)
   ___ 7. HCC Counseling Center or advisor
   ___ 8. Howard County Cable 8 TV
   ___ 9. Maryland Public Television station
   ___10. Recommended by friend/relative
   ___11. Other (please specify): _____

7. Of all the information sources listed above, please list by number the three you most prefer for learning about future telecourses.
   First Choice: _____ (27)
   Second Choice: _____ (28)
   Third Choice: _____ (29)

8. What influenced your decision to register for a telecourse? Please rate each reason as either very important, of some influence, or not a factor in your decision.

REASON	1. VERY IMPORTANT	2. SOME INFLUENCE	3. NOT A FACTOR
• Minimized travel to and from campus	___	___	___
• Allowed me to carry a heavier course load	___	___	___
• Locked time for regular classroom attendance	___	___	___
• Wanted to try a new learning method	___	___	___
• Thought this would be less difficult/less work	___	___	___
• Made it possible to combine college course(s) with family responsibility	___	___	___
• This particular course only available as a telecourse	___	___	___
• Temporary or permanent handicaps make telecourses more appealing	___	___	___

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9. Please indicate your level of satisfaction with the following elements of this telecourse. *(Circle one number per item.)*	HIGHLY SATISFIED	QUITE SATISFIED	SATISFIED	SOMEWHAT SATISFIED	NOT AT ALL SATISFIED	
• Instructor contact	5	4	3	2	1	(38)
• Content of televised material	5	4	3	2	1	(39)
• Presentation of televised material	5	4	3	2	1	(40)
• The text/study guide	5	4	3	2	1	(41)
• Overall satisfaction with this telecourse	5	4	3	2	1	(42)

10. Would you take another telecourse? ___1. Yes ___2. No (43)

11. Would you be interested in courses using a microcomputer and modem at your home or office to communicate with your instructor and/or to take exams? ___1. Yes ___2. No (44)

12. Do you have a microcomputer available for your use? ___1. Yes ___2. No (45)

13. Do you have a modem available for your use? ___1. Yes ___2. No (46)

14. Do you have a VCR? ___1. Yes ___2. No (47)

15. Do you usually watch the telecourse as it is televised, or do you record it for later viewing? (Please check only one.)
___1. I always watch as the course is televised
___2. I usually watch as it is televised
___3. I always record it for later viewing (48)
___4. I usually record it for later viewing
___5. Frankly, I don't even watch or record the programs, but rely on the textbook

16. A. Have you used the library tapes of your telecourse? ___1. Yes ___2. No (49)

B. If yes, has this been satisfactory? ___1. Yes ___2. No (50)

17. A. Please indicate your employment status while you were taking the telecourse.
___1. Employed full-time (30/more hours a week)
___2. Employed part-time
___3. In military (51)
___4. Full-time student
___5. Full-time homemaker
___6. Not employed

B. If employed, what schedule did you work?
___1. Regular daytime schedule
___2. Early evening schedule (52)
___3. Late evening schedule
___4. Rotating shifts

18. What is your current level of education? *(Check one.)*
___1. Less than 12th grade ___5. A.A. Degree
___2. G.E.D. ___6. Bachelor's Degree (53)
___3. High School Diploma ___7. Master's Degree
___4. Certificate ___8. Doctoral Degree

19. Please check your gender. ___1. Male ___2. Female (54)

20. What is your age? _____ Years (55,56)

21. What is your race
___1. Black ___4. Hispanic
___2. American Indian ___5. White (57)
___3. Asian ___6. Other

22. What aspect of the telecourse did you like best? _____

_____

23. What aspect of the telecourse would you like to see improved? _____

_____

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